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**ROLE OF THE TEACHER IN THE PSYCHOLOGICAL SUPPORT OF THE STUDENT SPORTS RESERVE**

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*Abstract.* This article tells about the role of a schoolteacher in settling psychological conflicts of a young athlete at school. Offers ways to communicate with his coach and parents, to achieve the most comfortable atmosphere in all areas of the athlete's life and his psychological stability.

*Key words:* teacher, athlete, psychological, support, coach.

**Relevance.** The sports reserve requires a special approach, just like high-class athletes. The approach to the formation and development of an athlete requires not only physical improvement of skills but also constant psychological control by the coach and teachers. This is especially true for adolescents, whose emotional background is complicated by the transitional age as well as by a new stage of psychophysical development.

**Purpose of the research** is to consider possible psychological and pedagogical aspects of the participation of a school teacher in the life of a young athlete.

**Results of the study and their discussion.** Often, it can be difficult for an athlete's coach to analyze the psychological state of the ward [1, 2, 3]. Of course, the child's emotional background affects his training, which doesn't unnoticed but not every coach is able to timely recognize and identify the cause of this state. Therefore, the athlete's school teacher plays a special role in maintaining the psychological and pedagogical aspects.

The school team is an integral part of the life of every child, even a young athlete. Therefore, the presence of a favorable climate in the classroom created by the homeroom teacher is especially important. Life in a team is always busy and does not stand still, but an athlete often spends time in training or training camps and competitions. This can knock him out of the general team; make him a "stranger" in the class. In such situations, the teacher should organize joint participation of the class in extracurricular activities as often as possible, bringing them together and allowing them to learn information about classmates in a relaxed atmosphere. Thus, the athlete will not feel abandoned and uninteresting to his classmates, which will undoubtedly have a beneficial effect on his mental peace and training process.

In addition, the class teacher should try to form some kind of contact with the athlete, trusting relationship. If the child has problems with classmates or other teachers, then he will have the necessary support from the teacher, to whom he can turn for help. Knowing that he is not alone in school will motivate him to study better and improve his academic performance. Impact on students will be effective if the teacher is respected and trusted by students as a person and the assessment of the effectiveness of the impact should concern not only changes in student behavior, but